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Lesson 1

**Date:** April 27, 2010

**Subject: 9th Grade Japanese, 1st year students**

**Theme:** Days of the week

**Skills:** Reading/Writing, Speaking/Listening

**Time of Lesson:** 50 minutes

**ACTFL Standards**

* ***Communication*:** During the completion of this lesson, students will be able to work together to develop sentences about the weather and the days of the week.
* ***Connections:*** Students will be able to learn the days of the week and analyze the kanji that represent them. They will also learn how to create sentences using the days of the week.
* ***Comparisons:*** The students will be able to compare the names and the structures of the days of the week in Japanese to those of their native language.
* ***Communities***: If the students ever decide to take a trip to Japan, or if they make friends with Japanese students, they will be able to have general conversation using the days of the week, which could be used to discuss their plans.

**Content Objective(s)**

* Students will be able to recognize kanji and interpret its meaning.

**Language Objectives:**

* Students will be able to say and write the days of the week
* Students will be able to say and write the terms used when describing the weather.

**Key Vocabulary:** 日曜日(nichi yoobi, Sunday), 月曜日 (getsu yoobi, Monday)、火曜日 (ka yoobi, Tuesday)、水曜日 (sui yoobi, Wednesday)、木曜日 (moku yoobi, Thursday)、金曜日 (kin yoobi, Friday)、土曜日(do yoobi, Saturday), 雨 (ame, rain), 雪(yuki, snow), 熱い (atsui, hot), 寒い (samui, cold) よい/いい (yoi/ii, good), 天候 (tenki, weather)

**Supplementary Materials:** Flash cards, paper, chalk

**Before the lesson:** The objectives will be written on the board, and I will go over them and ask the class if they have any questions.

**Brief Lecture (5 minutes):** I will ask the students if they remember when they learned the days of the week, and what challenges they faced in order to link the lesson to the student’s background. I will also promote the students’ higher order thinking skills by asking them why they think each kanji is linked to that particular day.

Then, I will briefly discuss the origin of the Japanese days of the week. The students will find out that each day of the week is named after something in nature. Sunday is the day of sun, Monday is the day of the moon, Tuesday is the day of fire, Wednesday is the day of water, Thursday is the day of the trees, Friday is the day of metal (and money), and Saturday is the day of soil. This lecture will give them a better cultural understanding of the Japanese.

**Warm-up Lesson (10 Minutes):**

* I will write all of the days of the week on the board in the kanji (Japanese characters that represent a whole word) and hiragana (the first of three writing systems used in Japanese, especially for beginners). I will pronounce each day of the week three times, while pointing at it, and the students will have to say it aloud.
* I will hold up flash cards with a day of the week on it. The students will be instructed to say the day of the week aloud as the index card is held up.
* **Activity 1 (20 minutes):**
* Students will get into groups of three. In their groups, the students will ask each other (in Japanese) a question about what they did/ate/drank, etc. on a specific date, and write it down.
* All of the students will take turns until they have something written down for every day of the week.
* Seven students will be selected to write one of their sentences on the board.
* After the sentences are written, I will ask the class to read the sentences. Collectively, they will decide if anything needs to be changed.

**Activity 2 (15 minutes):**

* I will ask the students a series of questions that can be answered with a day of the week, and they will raise their hands to answer the question.
* The questions will be as follows:

1. いつお金を受け取るか。 (When do you [usually] receive money/get paid?).
2. いつクラスを持っていないか。(When don’t you have class?)
3. 毎週、クラスはどんな日を始めるか。 (On which day do classes start every week?
4. 中間はどんな日に週のあるか。(Which day is considered the middle of the week?)
5. 金曜日の前日に何があるか。(What is the day before Friday?)

After activity two is completed, we will review the kanji again, and I will ask if anyone has any questions. I will also scaffold their learning by giving them homework. They will have to create seven sentences that describe one thing they do each day. It will be discussed during the next class period as a review, and some people can volunteer to read their answers aloud.

**Lesson 2**

**Date: April 27, 2010**

**Subject: 9th Grade Japanese, 1st year students**

**Theme:** Giving and receiving items/gifts

**Skills:** Speaking, Listening

**Time of Lesson:** 50 minutes

**ACTFL Standards**

* ***Communication*:** Students will be able to communicate with each other by exchanging “gifts” and explaining whether they received it, or gave it to someone else.
* ***Connections:*** The students will be able to see the connections and differences between English and Japanese verbs.
* ***Comparisons:*** Students will be able to compare the three terms used for “give” and “receive.”
* ***Communities:*** Students will be able to explain to others, possibly even Japanese pen-pals, some of the gifts that they have given and received.

**Content Objective(s):** Students will be able to use the words “give” and “receive” correctly in a sentence, and know the difference between the two words used for *giving.*

**Language Objectives:** Students will be able to exchange gifts and describe what took place during the transaction. They will also be able to recognize the differences amongst the three words when they hear them.

**Key Vocabulary:** ageru – to give (to others), kureru – to give (to you), morau (to receive)

**Supplementary Materials:** items to use as gifts

**Before the lesson:** The objectives will be written on the board, and I will go over them and ask the class if they have any questions.

**Activity 1 (10 minutes):**

* I will provide the students with the definitions for each of the key vocabulary words. The students will say the words aloud after I say them and point to the words.
* I will explain to the students that when something is given to an immediate family member, they still use *kureru* (to give to me) because the member of the family is close to them, so it would be as if the gift was given to them personally. Gifts coming inward (closer to you/your inner-circle) use *kureru.*
* I will then ask the students what they think the sentence structure is, and write all of their answers on the board. I will then circle the correct form, or write it on the board if they did not come up with the correct sentence structure. We will then form one sentence for each structure.

**Mini-Lesson (5 minutes):**

* I will have a diagram with people on both sides of the diagram, and there will be arrows in the middle going from one person to another. I will point to each example and tell the students to explain who is giving what to whom/who is receiving what from whom.

**Activity 2 (20 minutes):**

* Students will bring in items from home that they received as a gift. If they do not have an item to bring in, they can use any item that they possess during class. Each student will stand up to explain what their gift is, who gave it to them, and why they like/dislike it.

**Activity 3 (15 minutes):**

* After everyone presents, I will instruct the students to take turns giving their gifts to someone else, and receiving gifts from someone else. After five minutes, I will ask for ten volunteers (five groups of two), and they will come up and exchange gifts. After Person A in each group gives their gift to Person B, the class has to explain who gave the gift to whom, and who received the gift from whom.

**Rationale**

For lesson one, I decided to teach weather and the days of the week because they are two important topics that are taught in almost every foreign language class. The days of the week are named after things in nature because the Japanese have a very close connection with nature. I want my students to learn the cultural aspect of Japan, along with the language, and be able to make connections where applicable. I also want them to be able to use the days of the week in conversational Japanese.

The students need to become familiar with the characters, as well because they will appear in many words that will be learned throughout the course of their study. Recognizing (input) and writing kanji (output) is a very important part of learning Japanese for various reasons. Learning these characters will make it easier for students who are studying abroad because they will actually be able to decipher where they are, and they can use relative location to determine where they are trying to go. Knowing kanji gives students the opportunity to use context clues in order to figure out other words. Some kanji share radicals; there is a “water” radical, a “hospital” radical, etc. Recognizing these radicals may help someone determine if there is a lake, ocean, or other tourist attraction nearby, or if there is a hospital in the vicinity.

For lesson two, I decided to teach about giving and receiving gifts because it ties into the Japanese culture. Japanese people often give gifts to visitors, and receive gifts from visitors during study abroad. This lesson is a very important lesson because students have to recognize the differences between what to say when they give a gift to someone else, and when they give someone else a gift. It can sometimes be quite confusing, so it needs to be taught for an entire class period. They also need to understand why something given to an immediate family member is considered *kureru;* the member of the family is close to them, so it would be as if the gift was given to them personally. I think that the explanation of *kureru* will help me meet my objective of teaching the students a little more about the culture. They will get the opportunity to compare and contrast their culture with Japan’s culture. This is a good way to add meaning to the assignment because the students can make connections between familiar and unfamiliar traditions amongst cultures.

Both of these lessons are great for beginners. They give the students a great understanding of the language and the culture, and how the two are connected. The information that is taught in both of the lessons is also frequently discussed in conversational Japanese.

**Teaching Philosophy**

My approach to foreign/second language instruction is influenced by my beliefs about motivation, comprehension, culture, and making connections. Although my philosophy will continue to develop, these four features of learning, in addition to a few others, will always be very important things to consider while developing lesson plans.

I believe that it is my job to motivate my students to want to learn. I will make sure to demonstrate the importance of an education, as well as make the lesson fun and diverse. During each class period I will provide students with the opportunity to learn kinesthetically, visually, and orally. I will develop lessons that give each student a chance to participate in their own way. Each lesson will reinforce the same material, but it will be reinforced using a different language skill each time. I will also find out the interests of my students and try to plan their lessons accordingly. I will ask the students what their interests are, and each week, at least two of the student’s interests will be incorporated into the lesson. Lessons are more meaningful for the students if they relate to something that the students are interested in. They will also be able to comprehend the assignments a lot more clearly.

Learning a second language is not always an easy task. As a teacher, I will help the students comprehend their second language so that they will be able to use their target language effectively in conversations. I will treat each student with an equal respect, no matter what how high or low their language learning abilities are. I will always make myself available to assist the students who need a little more time to learn the material. I also think that it is important to put students in groups of different learning abilities so that they can learn from, and teach one another. Although understanding and speaking the target language are important, I think that students also need to learn about the cultural background of the country in which their target language is spoken. This gives the students a better understanding of not only the culture, but also how the language was developed. There are many forms of writing and speaking in Japanese, including plain, polite, humble, and honorific. Students may not completely understand these forms unless they have some cultural knowledge about the level of respect that the Japanese people have for each other.

Another way that I will help my students gain a better understanding of their target language it to help them make connections between their first and second languages. I will explain the similarities/differences between a common language that that students share and the target language so that the students will have a better way of understanding and remembering the information. If a student’s native language is Chinese and she is taught that both, Chinese and Japanese do not have articles in their sentences, then the student may have an easier time with learning the language because it is similar to her native language. Oftentimes, when I tutored American students in Japanese, I noticed that they would always understand the lesson a lot more if I related a word or the drawing of the word to something they were familiar with, such as a song or a television show, they would be more likely to remember it.

Knowing how to evaluate my students, as well as myself is very important. I will evaluate my student’s learning based on their effort, reading, writing, speaking, and listening comprehension and always help them improve in these areas. I believe that these areas need to be focused on to increase their chances of fluency in the target language. I will also evaluate myself by testing the student’s level of improvement and general understanding of the language. I also think that the student’s opinions of my lessons are important, so I will also have them complete an evaluation form that will help me improve as a teacher. I think that my continual commitment to education and to my students will make me a great teacher.